

**TEACHING LITERACY IN TENNESSEE:
UNIT STARTER STUDENT ACTIVITY PACKET
GRADE 2 ELA UNIT CONNECTED TO
SOCIAL STUDIES (CHANGE)**

Change-Maker's Journal



This journal belongs to:

Daily Task #1

Part 1:

Mr. J, the teacher, in *Follow the Moon Home*, asked students to complete a Community Action Project. With a partner, complete the chart from Mr. J's lesson using details from the text.

Part 2:

Independently, answer the following question using at least three sentences: How did this text demonstrate that problems are opportunities for ideas?

<u>Identify</u> What was the problem Vivienne's class identified as their community project?	
<u>Plan</u> What plan did Vivienne and her class brainstorm?	
<u>Take Action</u> Explain the actions Vivienne and her classmates took.	
<u>Tell the Story</u> Show how the characters made a difference!	
<u>Reflect</u> Think about what the characters did and what they might do next.	

Part 2:

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Daily Task #2

Part 1: You are practicing for the “Hall of Change Exhibit” for your End-of-Unit task. In your Change Maker’s Journal, respond to the following questions in writing: What were the “opportunities” that Imogene and Elizabeth faced? What actions did Imogene and Elizabeth use to cause change to take place?

In your writing be sure to:

- introduce your topic;
- use details and evidence from the texts;
- use words from the texts; and
- provide a concluding statement or section.

Part 2: Share your writing with a partner.

During your partner discussion be sure to:

- listen carefully to your partner’s writing;
- provide positive feedback on your partner’s writing and ideas; and
- provide your partner with feedback on how to make their writing stronger.

<u>Imogene’s Opportunity</u>	<u>Elizabeth’s Opportunity</u>
<u>Imogene’s Actions</u>	<u>Elizabeth’s Actions</u>

Daily Task #3

In your Change Maker's Journal, create two bulleted cards: one on Elizabeth Cady Stanton and one card on Elizabeth Blackwell. Write bulleted phrases that explain the contributions these women made to Women's Rights in America as well as how they made these contributions.

Your cards should include:

- phrases (short clusters of words that are not written in complete sentences, but still tell your ideas);
- vocabulary words from both texts; and
- accurate facts about both Elizabeth Cady Stanton and Elizabeth Blackwell that describe their contributions and how those contributions were made.

Part 2: Write at least two sentences explaining how these two women have inspired you to think about change.

Elizabeth Cady Stanton:

Elizabeth Blackwell:

Part 2:

Daily Task #4

Part 1: You have been asked to write a report for the exhibit at the Children’s Museum of Indianapolis. In your Change Maker’s Journal, write a paragraph explaining the contributions Ruby Bridges made to American society. Explain the impact her contribution made on the way we live today.

In your writing be sure to:

- introduce a topic;
- use facts and definitions to provide information;
- use words from the texts; and
- provide a concluding statement or section.

Part 2: Share your writing with a partner.

In your discussions be sure to:

- speak in complete sentences when explaining your golden circle;
- ask and answer questions with your partner about his or her thinking; and
- provide your partner with feedback.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Daily Task # 5

Imagine you are a supporter of Rosa Parks, and you want to persuade others to join in change making. Using information from both *Rosa* and *Rosa's Bus: The Ride to Civil Rights*, create a flyer that will inspire and persuade others to join your cause for peaceful change.

Your flyer should:

- introduce your topic;
- state an opinion;
- supply reasons to support the opinion; and
- use vocabulary that supports the cause for change (possible words: justice, courageous, nonviolent, etc.).

Daily Task # 6

Imagine you are Bus #2857 and have the ability to see, hear, think, and feel. Using information from both *Rosa* and *Rosa's Bus: The Ride to Civil Rights*, write a letter to Rosa explaining how you observed her act of courage that inspired others to impact change.

In your letter be sure to:

- include details to describe actions, thoughts, and feelings;
- use time order words to signal event order;
- use vocabulary from the texts; and
- provide a sense of closure.

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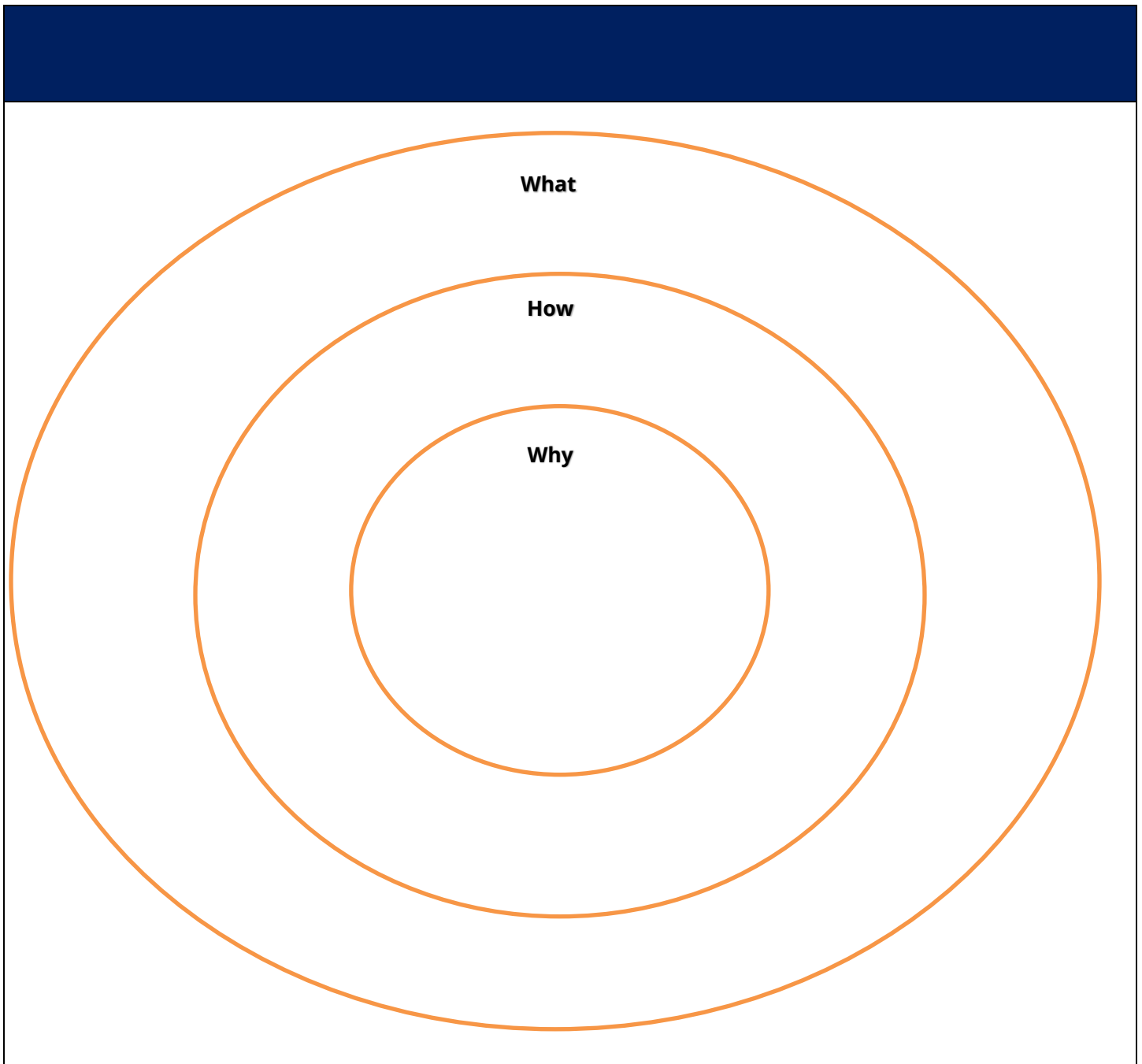
Daily Task # 7

Part 1: Using information from both *Sit-In: How Four Friends Stood Up by Sitting Down* and *Let the Children March*, complete the golden circle explaining **why** people were leading change, **how** they inspired and led others, and **what** they did as a result of their purpose.

Part 2: With a partner, share your golden circle.

In your discussions be sure to:

- speak in complete sentences when explaining your golden circle;
- ask and answer questions with your partner about his or her thinking; and
- provide your partner with feedback.



Part 1: Using the knowledge you've gained from *Ruby Bridges*, *Rosa*, *Rosa's Bus*, *Sit-In: How Four Friends Stood Up by Sitting Down*, and *Let the Children March*, generate a list of adjectives that describe the people in the texts that influenced change.

Part 3: Share your recipe with a partner and seek feedback on how to improve your writing.

- speak in complete sentences when explaining your golden circle; and
- ask and answer questions with your partner about his or her thinking and provide each other feedback.

[illegible]

Daily Task #9

Part 1: Using the graphic organizer, explain the following:

- Wilma's problem(s), or opportunities;
- the actions Wilma took to overcome her problems (opportunities); and
- how Wilma became an inspirational leader.

In first two sections of the graphic organizer (problems and actions), use bulleted lists to write phrases that explain these areas. In the last section (inspirational leader), write in complete sentences to explain how Wilma became an inspirational leader.

Part 2: Using your bulleted lists and the sentences from your graphic organizer, share your thinking with your partner.

The graphic organizer is a large rectangular box with a dark blue header. Below the header, there are three main sections. The first section, labeled 'Opportunities:', is a red-outlined rectangle. The second section, labeled 'Actions:', is an orange-outlined rectangle. A black arrow points from the right side of the 'Opportunities' box to the left side of the 'Actions' box. Below these two boxes is a third section, labeled 'Inspiration to Others:', which is a blue-outlined rectangle. A black arrow points from the right side of the 'Actions' box down and then left into the 'Inspiration to Others' box.

Opportunities:

Actions:

Inspiration to Others:

Daily Task #10

Imagine that you will be writing an article for our school newspaper. In order to prepare for writing the article, respond to the following questions in your Change-Maker's Journal:

- How were rights of women different from the rights of men during Ruth's younger years?
- What injustice did Ruth face?
- Why was Ruth motivated to be a change-maker?

In addition to answering the questions above, make a prediction: How do you think Ruth will become a change-maker?

In your writing be sure to:

- introduce a topic;
- use facts and definitions to provide information;
- use words from the texts; and
- provide a concluding statement or section.

[illegible]

Daily Task #11

Imagine that you have been asked to write an article for your school newspaper. In your Change-Maker's Journal, write an informational paragraph that explains how Ruth was "the people's" change-maker.

Consider these questions:

- How does Ruth view problems?
- What actions does she take for change?

In your writing, be sure to:

- introduce a topic;
- use facts and definitions to provide information;
- use words from the texts; and
- provide a concluding statement or section.

[illegible]

End of Unit Task

Your school embodies and celebrates being “change-makers.” To pay tribute to historical agents of change, your school is hosting a “Hall of Change Exhibit.” Your teacher has asked you to prepare an informational speech about three key “change agents” from American history explaining their contributions that led to change in our country.

Part 1: To prepare, create a graphic organizer naming the three agents of change you chose. For each change agent, explain the contributions he or she made that inspired others and led to change. Then, integrate how these famous Americans were able to change perspectives that led to change. To complete your graphic organizer, explain how these actions of change have inspired you to be a change-maker in your school and community.

Part 2: Using the information you’ve recorded in your graphic organizer, write an informational speech for the “Hall of Change Exhibit.” In your speech, be sure to include information about the three “change agents” you highlighted in your graphic organizer, as well as how you’ve been inspired to be an agent of change in your school and community.

In your writing, be sure to:

- introduce your topic;
- use facts and definitions to provide information;
- include vocabulary from our unit; and
- provide a concluding statement or section.

Part 3: Create bulleted speech cards that highlight the key points in your full length speech. Deliver your speech to your “student” audience.

In your speech, be sure to:

- recount experiences with appropriate facts;
- use relevant descriptive details; and
- speak audibly in coherent sentences.

Graphic Organizer

Change Agent #1:

How they led change:

Change Agent #2:

Change Agent #3:

How they inspired you:

